

## Implementing the "Everyone is a Teacher Here" Strategy with Audio-Visual Media to Enhance Arabic Speaking Skills in Fifth-Grade Students

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# Implementing the "Everyone is a Teacher Here" Strategy with Audio-Visual Media to Enhance Arabic Speaking Skills in Fifth-Grade Students

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## Abstract

This study investigates the effectiveness of integrating the "Everyone is a Teacher Here" (ETH) strategy with audio-visual media to enhance Arabic speaking skills (Maharah Kalam) among fifth-grade students at MIS Mathla'ul Anwar, Padang Cermin. Employing Classroom Action Research (CAR) over two cycles, the study involved 20 students as participants. Data were collected through pre-tests, post-tests, structured observations, interviews, and documentation. The findings revealed significant improvements in students' speaking proficiency, with average scores increasing from 61.5 in the pre-test to 67.85 in Cycle 1 and 76.65 in Cycle 2. The passing rate rose from 25% to 95%, indicating substantial progress in fluency, vocabulary usage, and confidence. Observational data highlighted increased student engagement, collaboration, and active participation, while audio-visual media provided contextual and interactive learning experiences. This research aligns with previous studies demonstrating the benefits of cooperative learning and multimedia in language education but offers a novel contribution by integrating these approaches. By situating the intervention in a rural Indonesian context, the study addresses a critical gap in the literature and provides a scalable model for improving language instruction in under-resourced settings. The findings emphasize the transformative potential of combining innovative pedagogical strategies to create inclusive, engaging, and effective learning environments. Future research should explore its application across diverse linguistic and cultural contexts to generalize its efficacy.

**Keywords:** Arabic Speaking Skills; Cooperative Learning; Audio-Visual Media; Classroom Action Research; Innovative Pedagogy; Rural Education

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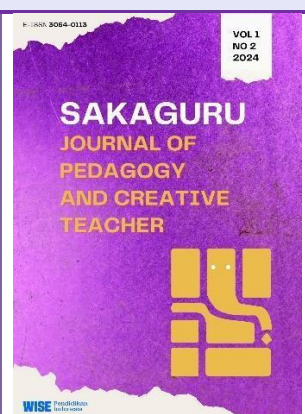
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## INTRODUCTION

Arabic, as a pivotal language in Islamic education, serves as a primary tool for understanding foundational religious texts such as the Quran and Hadith. Recognized as the language of Islam, it holds a crucial role in the development of religious knowledge and cultural identity among Muslim communities worldwide [1], [2], [3], [4]. Within the Indonesian context, Arabic is taught extensively in Islamic schools and madrasahs, beginning at the elementary level. However, despite its significance, the teaching of Arabic, particularly oral communication skills (*Maharah Kalam*), remains challenging due to systemic and pedagogical barriers. One of the key challenges in teaching *Maharah Kalam* is the over-reliance on traditional, teacher-centered instructional methods. These methods, characterized by rote memorization and direct instruction, limit student engagement and hinder the development of spontaneous speaking abilities. Research highlights that students often perceive Arabic as a difficult subject due to its distinct phonological and grammatical structures [5], [6], [7], [8]. Consequently, students struggle with pronunciation, vocabulary acquisition, and confidence in speaking Arabic, especially in rural and under-resourced educational settings.

Recent studies emphasize the need for innovative teaching strategies that foster active learning and address the limitations of conventional methods. Cooperative learning models, such as the “Everyone is a Teacher Here” (ETH) strategy, have garnered attention for their potential to enhance student engagement and participation [9], [10], [11]. ETH allows students to assume the role of educators, promoting collaboration, critical thinking, and communication skills. Research by Fachrizal, demonstrated that ETH improved students' speaking proficiency and engagement in Islamic studies, indicating its applicability in language learning contexts [12]. In addition to cooperative strategies, integrating multimedia tools, particularly audio-visual media, has proven effective in enhancing language acquisition. Audio-visual media provides contextualized and interactive learning experiences, making abstract concepts more accessible. Namanziandost [13] reported that the use of audio-visual materials significantly improved speaking skills in early childhood education by enhancing vocabulary retention and comprehension. Similarly, Ou et al. [14] found that animations and videos boosted young learners' confidence and motivation in speaking tasks. Despite these promising findings, the combined use of the ETH strategy and audio-visual media in Arabic language instruction remains underexplored, particularly in primary education. Most studies focus on either cooperative learning strategies or multimedia tools in isolation, leaving a gap in understanding their synergistic impact on *Maharah Kalam*. Furthermore, limited research has contextualized these approaches within rural Indonesian settings, where resources are scarce, and traditional teaching practices prevail.

This study seeks to address these gaps by investigating the implementation of the ETH strategy assisted by audio-visual media to enhance Arabic speaking skills among fifth-grade students at MIS Mathla'ul Anwar, Padang Cermin. By combining cooperative learning with multimedia tools, this research offers a novel approach that leverages the strengths of both methods to create an engaging and effective learning environment. The study also provides insights into the challenges and opportunities of applying innovative pedagogical strategies in rural settings, contributing to the broader discourse on language education reform. The novelty of this research lies in its integrated approach, which not only enhances students' speaking proficiency but also fosters active participation and confidence in a culturally relevant context.

By emphasizing collaborative and interactive learning, the study aligns with global educational goals, such as the Sustainable Development Goals (SDGs), which advocate for inclusive and equitable quality education. Additionally, the research addresses a critical need for practical, scalable strategies that improve Arabic language instruction in under-resourced areas, offering implications for educators, policymakers, and curriculum developers. Through a detailed exploration of the ETH strategy and audio-visual media, this study contributes to the growing body of literature on innovative pedagogical approaches in language education. It highlights the potential of combining cooperative learning with multimedia tools to transform the teaching of *Maharah Kalam*, ultimately fostering greater student engagement, motivation, and proficiency in Arabic speaking skills.

## METHODS

This study employed Classroom Action Research (CAR) as its methodological framework, aimed at addressing practical educational challenges in real-time and improving classroom practices. CAR is particularly suited for iterative interventions, as it facilitates the cyclical process of planning, action, observation, and reflection [15]. This approach allowed the researchers to refine the intervention across multiple cycles based on ongoing evaluation, ensuring both rigor and responsiveness to the classroom context.

### *Research Design*

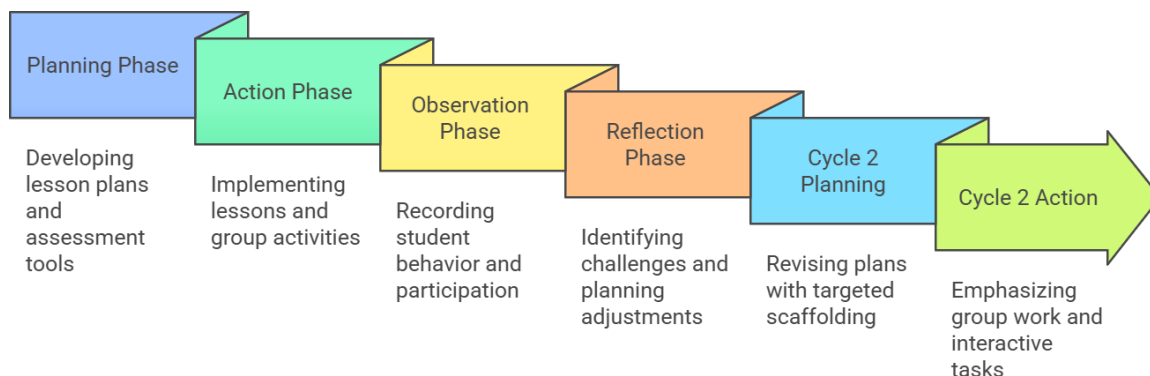
The study was designed as a two-cycle Classroom Action Research (CAR) project, each cycle consisting of three stages of classroom intervention. The iterative nature of CAR ensured that the implementation of the intervention was continuously refined based on observations and reflections from each preceding stage. The intervention combined the “Everyone is a Teacher Here” (ETH) strategy with audio-visual media, focusing on enhancing students’ Arabic speaking skills (*Maharah Kalam*).

### *Setting and Participants*

The research was conducted at MIS Mathla’ul Anwar, Padang Cermin, during the 2024 academic year. The school is situated in a rural Indonesian area, where traditional teaching methods and limited resources dominate Arabic instruction. The study involved a total of 20 fifth-grade students (7 males and 13 females) aged between 10–11 years. The selection of participants was purposive, based on the homogeneity of their prior exposure to Arabic learning and their collective challenges in *Maharah Kalam*. The relatively small class size allowed for in-depth observations and personalized feedback during the intervention.

### *Intervention Description*

The intervention integrated the ETH strategy and audio-visual media. The ETH strategy encouraged students to assume the role of educators, fostering peer learning, active participation, and critical thinking. Meanwhile, audio-visual media, including videos, animations, and interactive digital presentations, provided contextualized and engaging content to enhance comprehension and retention.



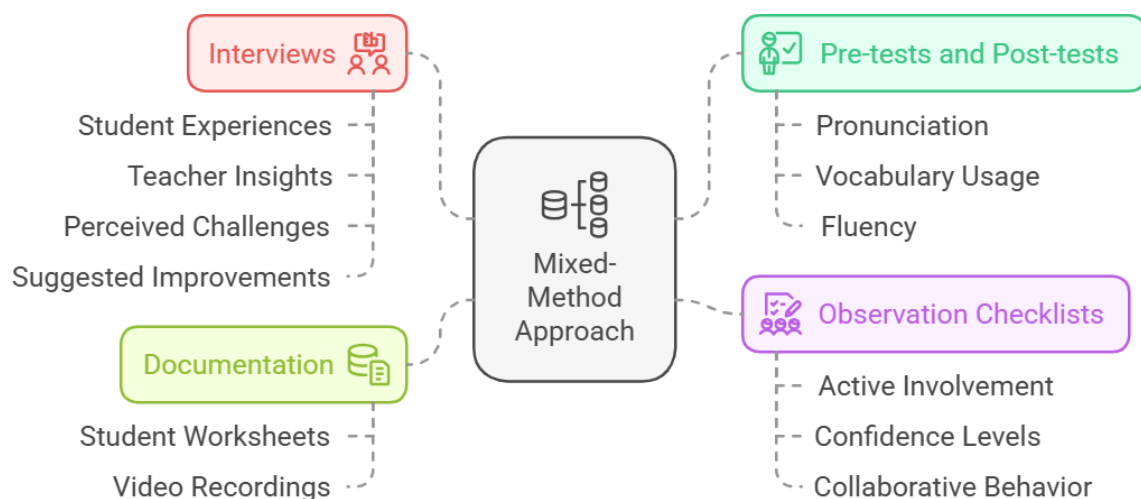
**Figure 1.** Implementation and Adjustment Phase

During Cycle 1, the initial implementation and adjustment phase began with planning, where lesson plans were designed to integrate the "Everyone is a Teacher Here" (ETH) strategy with selected audio-visual materials. These plans included activities such as student-led discussions and were complemented by observation checklists and assessment tools to monitor student engagement and performance. The action phase involved implementing lessons over three sessions, focusing on basic conversational Arabic phrases and vocabulary. Students were encouraged to generate questions based on the materials and present their responses in groups. Observations during this phase involved structured checklists to document student behavior, participation levels, and learning outcomes. Reflection on Cycle 1 highlighted several challenges, including a lack of student confidence and varying comprehension levels. Based on this feedback, adjustments were planned for Cycle 2, incorporating more guided practice and additional scaffolding.

In Cycle 2, refinement and evaluation were the focus. Planning involved revising lesson plans to include targeted scaffolding techniques, such as teacher modeling and peer mentoring. To address comprehension gaps identified in Cycle 1, additional audio-visual materials were introduced. During the action phase, activities were conducted over three sessions with a greater emphasis on group work and interactive exercises. Students practiced more complex conversational scenarios, including role-play and dialogue-based tasks. Observations during this cycle monitored changes in student participation, confidence, and fluency, using the same tools as in the previous cycle and supplemented by student self-assessments. Reflection revealed significant improvements in student engagement and speaking proficiency. These results provided valuable insights for scaling the intervention and adapting the approach to similar educational contexts.

### *Data Collection Instruments*

The study employed a mixed-method approach to collect both quantitative and qualitative data:



**Figure 2.** Data Collection Instruments

The study utilized a mixed-method approach to gather both quantitative and qualitative data, ensuring a comprehensive understanding of the intervention's impact. Pre-tests and post-tests were employed to measure improvements in students' speaking skills, with a focus on pronunciation, vocabulary usage, and fluency. These tests were validated by experts in Arabic language education to ensure their reliability. Observation checklists were used to capture key aspects of student engagement, participation, and interaction during lessons, with indicators such as active involvement, confidence levels, and collaborative behavior providing valuable insights. Additionally, interviews were conducted with both students and teachers to gather detailed feedback on their experiences with the intervention, the challenges they faced, and their suggestions for improvement. Complementing these methods, classroom artifacts such as student worksheets and video recordings of lessons were analyzed to provide further evidence and context for the findings. This combination of methods allowed for a thorough evaluation of the intervention's effectiveness and its impact on students' Arabic speaking skills.

### **Data Analysis**

Quantitative data from tests were analyzed using descriptive statistics, including mean scores and percentage increases. Comparisons were made across pre-test, Cycle 1 post-test, and Cycle 2 post-test results to evaluate the effectiveness of the intervention. Qualitative data from observations and interviews were analyzed using thematic analysis, identifying recurring patterns in student engagement, confidence, and comprehension. Data triangulation ensured the validity and reliability of findings by cross-referencing quantitative and qualitative results.

## **RESULT AND DISCUSSIONS**

The results of this study highlight the effectiveness of the "Everyone is a Teacher Here" (ETH) strategy assisted by audio-visual media in improving the Arabic speaking skills (*Maharah Kalam*) of fifth-grade students at MIS Mathla'ul Anwar. The quantitative data were collected



through pre-tests and post-tests across two cycles, while qualitative observations provided additional insights into student engagement and participation.

### *Pre-Test Results*

Before the intervention, students demonstrated limited speaking proficiency, with an average score of 61.5. Only 25% (5 out of 20) of the students achieved the passing grade of 70, while the majority struggled with pronunciation, vocabulary use, and fluency.

**Table 1.** Pre-Test and Post-Test Scores

Cycle	Average Score	Highest Score	Lowest Score	Passing Rate (%)
Pre-Test	61.5	85	35	25%
Cycle 1 Post-Test	67.85	90	40	60%
Cycle 2 Post-Test	76.65	90	50	95%

### *Cycle 1 Results*

In Cycle 1, the ETH strategy was implemented with audio-visual media for the first time. Students engaged in group-based activities where they assumed roles as educators, practiced basic Arabic phrases, and interacted with video-based materials. The average score improved to 67.85, with 60% (12 out of 20) of the students achieving the passing grade. Despite these gains, observations revealed that some students lacked confidence and needed additional scaffolding.

### *Cycle 2 Results*

In Cycle 2, the lesson plans were refined to address the challenges observed in the first cycle. More targeted scaffolding, such as teacher modeling and peer mentoring, was introduced. Additional audio-visual materials were utilized to provide more contextualized learning experiences. These adjustments resulted in a significant improvement, with the average score increasing to 76.65. In this cycle, 95% (19 out of 20) of the students met or exceeded the passing grade, indicating the effectiveness of the refined intervention.

### *Qualitative Observations*

The qualitative observations from this study revealed transformative changes in student behavior, engagement, and attitudes towards learning Arabic. Before the intervention, many students exhibited hesitation and a lack of confidence in speaking Arabic, often avoiding participation in class discussions. During Cycle 1, as the "Everyone is a Teacher Here" (ETH) strategy was introduced alongside audio-visual media, students began showing signs of increased involvement. Group activities, where students assumed roles as peer educators, encouraged collaboration and provided a safe space for students to express themselves. However, a notable observation was that some students, particularly those with lower proficiency, required additional guidance and support to engage fully. By Cycle 2, these challenges were addressed through targeted scaffolding, such as teacher modeling and structured peer mentoring. Students responded positively to these adjustments, with many displaying marked improvements in their confidence and ability to articulate ideas in Arabic. The use of audio-visual media, including videos and animations, played a significant role in creating a dynamic and engaging learning environment. These tools helped contextualize

vocabulary and pronunciation, making abstract concepts more relatable and easier to understand.

Furthermore, students began to demonstrate initiative, often volunteering to present their ideas during class discussions. This shift was particularly evident among previously passive students, who became more active and engaged as the intervention progressed. The combination of ETH and audio-visual media not only enhanced students' speaking proficiency but also fostered a collaborative and interactive classroom culture that motivated them to participate actively and confidently.

## Discussion

The findings of this study align with and expand upon existing literature on cooperative learning and multimedia-assisted instruction, particularly in the context of language acquisition. Previous research by Escribano et al. [16] demonstrated that audio-visual media significantly improved young learners' speaking skills by creating an engaging and interactive learning environment. Similarly, Wan Daud et al. [17] highlighted the role of animations and videos in boosting confidence and motivation among students, emphasizing how visual and auditory stimuli can aid in contextual understanding. The current study confirms these findings while adding a unique dimension by integrating the "Everyone is a Teacher Here" (ETH) strategy with audio-visual tools. This combination not only enhanced students' fluency and vocabulary but also fostered a collaborative learning environment where students actively participated as both learners and educators.

Unlike previous studies that primarily focused on one intervention at a time, this research showcases the synergistic impact of combining ETH and multimedia tools. The novelty lies in leveraging the strengths of both methods to address the dual challenges of low engagement and limited proficiency in Arabic speaking skills (*Maharah Kalam*). The ETH strategy encouraged peer collaboration and active participation, while audio-visual media provided concrete examples and practical applications of language concepts, making lessons more relatable and effective [18], [19], [20]. Furthermore, this study fills a critical gap in the literature by situating its intervention in a rural Indonesian context, where resources are often limited, and traditional teaching methods dominate. By demonstrating the feasibility and effectiveness of integrating modern pedagogical strategies in such settings, this research offers a scalable model that can be adapted to other under-resourced educational environments. The study underscores the importance of innovative, contextually relevant approaches in overcoming persistent challenges in language education, contributing significantly to the broader discourse on educational reform and inclusivity.

## CONCLUSION

This study demonstrates that the integration of the "Everyone is a Teacher Here" (ETH) strategy and audio-visual media significantly improves Arabic speaking skills (*Maharah Kalam*) among fifth-grade students. By fostering a collaborative learning environment and providing engaging, contextualized materials, the intervention enhanced students' fluency, vocabulary, and confidence in speaking Arabic. Quantitative results showed a marked improvement in student performance, with the average score rising from 61.5 in the pre-test to 76.65 in the post-test of Cycle 2, and the passing rate increasing from 25% to 95%. Qualitative



observations further highlighted enhanced student participation, enthusiasm, and willingness to engage in speaking activities, showcasing the transformative potential of this combined approach. The novelty of this research lies in its holistic integration of cooperative learning and multimedia tools, offering a scalable and adaptable model for improving language education, particularly in under-resourced and rural settings. This approach not only addresses the limitations of traditional teacher-centered methods but also aligns with global educational goals, such as fostering active and inclusive learning environments. Future research could explore its application across different languages, age groups, and cultural contexts to further validate its effectiveness and scalability, contributing to the ongoing innovation in educational practices worldwide.

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## CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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